Comparing Two Digit Numbers Using the >, <, = Symbols

Brief Overview:

Students in second grade need to develop a sense of the size of a number in relation to other numbers. Prior to these lessons, students should have learned to read, write, and use base-10 blocks to represent 2 digit numbers (place value models). In these lessons, students will continue to use manipulatives to represent two digit numbers and compare the numbers using the >, <, = symbols

NCTM Content Standard/National Science Education Standard:

Numbers and Operations

- **Understand numbers, ways of representing numbers, relationships among numbers, and number systems**

- **Use multiple models to develop initial understandings of place value and the base-ten number system**

Grade/Level:

Grade 2

Duration/Length:

Three 60-minute periods. Summative assessment that should take about 10 minutes.

Student Outcomes:

Students will:

- **Apply knowledge of whole numbers and place value by identifying the place value of a digit in a whole number.**
- **Compare numbers using the greater than, less than, and equal symbols.**

Materials and Resources:

Lesson 1

- **<u>Five Little Monkeys Sitting in a Tree</u> by Eileen Christelow**
- **Alligator puppet (optional)**
- **Base 10 blocks**
- **Overhead Base 10 blocks**
- **Blank transparency**
- **Student Resource 1, "Alligator Entry Ticket"**
- **Student Resource 2, "Alligator Place Value Mat"**
- **Student Resource 3, "Alligator Answer Sheet"**
- **Student Resource 4, "Alligator Riddles"**
- **Student Resource 5, "When Will the Alligator Hatch?"**
- **Student Resource 6, "Alligator Exit Ticket"**
- **Teacher Resource 1, "Alligator Entry Ticket Answer Key"**
- **Teacher Resource 2 (transparency), "Model, Picture and Value Mat"**
- **Teacher Resource 3, "Alligator Riddles Answer Key"**
- **Teacher Resource 4, "When Will the Alligator Hatch? Answer Key"**
- **Teacher Resource 5, "Alligator Exit Ticket Answer Key"**
- **Teacher Resource 12, "Teacher Observation Checklist"**

Lesson 2

- **Base 10 blocks**
- **Overhead Base 10 blocks**
- **Blank transparency**
- **Alligator puppet (optional)**
- **Student Resource 2, "Alligator Place Value Mat"**
- **Student Resource 7, "Alligator Chomp!"**
- **Student Resource 8, "Alligator Munch and Crunch!!"**
- **Teacher Resource 6, "Alligator Chomp! Answer Key"**
- **Teacher Resource 7, "Alligator Munch and Crunch!! Answer Key"**
- **Teacher Resource 12, "Teacher Observation Checklist"**

Lesson 3

- **Math journal or paper**
- **Number cubes**
- **Base 10 blocks (if necessary)**
- **Student Resource 9 (copies for students and transparency), "The Alligator Roll"**
- **Student Resource 10, "Choose the Right Number"**
- **Student Resource 11, "Summative Assessment"**
- **Teacher Resource 8 (transparency), "Alligator Fact"**
- **Teacher Resource 9, "The Alligator Roll Directions"**
- **Teacher Resource 10, "Choose the Right Number Answer Key"**
- **Teacher Resource 11, "Summative Assessment Answer Key"**
- **Teacher Resource 12, "Teacher Observation Checklist"**

Optional: Teacher Resource 13, "Symbols"

Development/Procedures:

Lesson 1

Pre-Assessment and Launch –

- **Gather the students on the floor.**
- **Read the book <u>Five Little Monkeys Sitting in a Tree</u> by Eileen Christelow.**
- **Tell the students that this story is about a hungry crocodile, but they will use the assistance of a very hungry alligator to help with comparing numbers. (Use your hand or an alligator puppet to mimic the opening and closing of an alligator's jaws.)**
- **Ask the students if they think a hungry alligator would want to eat a greater number of monkeys or a lesser amount of monkeys (greater).**
- **Write the numbers 13 and 31 on the board. Ask the students which number of monkeys would the alligator want to eat (31). Ask the students why they chose 31 (31 is greater than 13). Ask how they know this (for any 2 two-digit number, the one with more tens is the greater number).**

- **Direct the students to go back to their desks. Distribute Student Resource 1, "Alligator Entry Ticket", to each student to assess if they can read, write and represent numbers from 0 to 99. The teacher will read each problem aloud, and the students will independently write each answer. Check students' work by walking around and observing the students' papers. Collect papers. Correct answers are on Teacher Resource 1, "Alligator Entry Ticket Answer Key".**

Teacher Facilitation-

- **Distribute base-10 blocks, Student Resource 2, "Alligator Place Value Mat", and Student Resource 3, "Alligator Answer Sheet" to pairs of students.**
- **Ask one student to represent the number 26 on their "Alligator Place Value Mat" with their base-10 blocks while the other writes the number on the student "Alligator Answer Sheet". Walk around and assist students where necessary.**
- **Direct the class' attention to the overhead. Ask a student to display the number 26 on the transparency of Teacher Resource 2, "Model, Picture and Value Mat," using overhead base-10 blocks.**
- **Ask a student volunteer to draw a picture that represents the 2 base-10 blocks in the tens place and the 6 base-10 blocks in the ones place in the "Picture Representation" section.**
- **Model how to write the value of the 2 rods in the "Tens" column (20) and the value of the 6 units in the ones column. Write that number in the "Value" section.**
- **Ask students to clear their mats and begin a second example with the number 62 on their mats. Continue with the same process and use Teacher Resource 12, "Teacher Observation Checklist", to assess that the students can use base-10 blocks to correctly represent a number.**
- **Discuss the difference between the place of a digit and the value of a digit (place shows the position of a digit; value is**

a number that shows the amount the digit represents in that place).

- **Say: "It takes an alligators egg approximately 65 days to hatch." Display the number 65 on a blank transparency. Ask the students in what place is the digit 6 (the tens place). Ask students to tell the value of the digit 6 in the tens place (60). Ask the same questions about the digit 5 in the ones place.**
- **Instruct the students to do a self-assessment of their understanding of the concept by giving thumbs up if they understand, point their thumbs to the side if they are unsure, and thumbs down if they don't understand at all.**

Student Application –

- **Distribute Student Resource 4, "Alligator Riddles", and have students work independently.**
- **Check student work using Teacher Resource 3, "Alligator Riddle Answer Key".**
- **Continue to assess student work using Teacher Resource 12, "Teacher Observation Checklist", to determine which students needs a reteaching activity and which require an extension activity.**

Embedded Assessment –

- **Use Teacher Resource 12,"Teacher Observation Checklist" to determine level of mastery in place value skills and reteaching/extension groups.**

Reteaching/Extension –

- **Gather students who require reteaching in a small group. Give each student base-10 blocks and Student Resource 2, "Alligator Place Value Mat."**
- **Write the number 72 on the chalkboard or an overhead transparency and ask the students to model 7 tens and 2 ones on their mat. Check the students work for accuracy and have the students verbally explain their answers.**
- **For those students who have mastered the skill, distribute Student Resource 5, "When Will The Alligator Hatch?" Allow students to work in partner groups or independently. Check student work using Teacher Resource 4, "When Will the Alligator Hatch? Answer Key".**
- **Use Student Resource 6, "Alligator Exit Ticket". Check student work using Teacher Resource 5, "Alligator Exit Ticket Answer Key."**

Lesson 2

Pre-Assessment and Launch

- **Distribute base-10 blocks and Student Resource 2, "Alligator Place Value Mat" to pairs of students.**
- **Divide the class into two groups. Ask one group of students to represent the number 36 on their "Alligator Place Value Mat" using base-10 blocks.**
- **Instruct the other half of the class to represent the number 63 on their "Alligator Place Value Mat" using base-10 blocks. Use Teacher Resource 12, "Teacher Observation Checklist" to assess their ability to represent place- value.**
- **Discuss how 36 and 63 are the same and how they are different.**
  Same: both have two digits, both have the same numerals
  Different: 36 has 3 tens and 6 ones; 63 has 6 tens and 3 ones.

Teacher Facilitation –

- **Write the numbers 36 and 63 on a blank overhead transparency. Ask the students which number is greater (63). Ask how they know (63 has 6 tens, which represent**

60; 36 has 3 tens, which represents 30. 60 has a greater value than 30).

- **Model 36 and 63 on the overhead using base-10 blocks transparencies. Reintroduce the alligator from Lesson 1 (using either your hand to mimic an alligator or an alligator puppet). Ask the students if they remember this hungry alligator that we met yesterday. Tell them that he has returned to help us to compare numbers. Say that this alligator loves to eat monkeys, and he chants a rhyme whenever he is hungry. Recite this rhyme, (adapted from "Alligator Greater Than/Less Than" song lyrics by Jennifer Fixman).**

  Alligator, alligator sitting in the swamp,

  How many monkeys do you want to chomp?

  36 or 63

  (Point to the 36 and 63 on the overhead, then continue the rhyme.)

  Hmmm, I'm a very hungry 'gator, so I'll eat the one that's greater.

  3 tens is less that 6 tens, so I'll eat the 63
  (Point to the numbers on the overhead while reciting this line.)

- **Model how to write the comparison statement on the overhead by inserting < between the 36 and 63 to show 36 < 63.**
- **Tell the students that we just made the "less than" sign. Read aloud "36 is less than 63" while pointing to the numbers and symbol.**
- **Write the words "less than" under the < symbol. Instruct the students to choral read "36 is less than 63" while you point to it on the overhead.**

- **Write 63 and 36 on the overhead transparency. Recite:**

  Alligator, alligator sitting in the swamp,

  How many monkeys do you want to chomp?

  63 or 36

  (Point to these numbers on the overhead, then continue the rhyme.)

  Hmmm, I'm a very hungry 'gator, so I'll eat the one that's greater.

  6 tens is greater than 3 tens, so I'll eat the 63.
  (Point to the number on the overhead while reciting this line.)

- **Model how to write this comparison statement by inserting > between the 63 and 36.**
- **Tell the students that we just made the "greater than" sign. Read aloud "63 is greater than 36" while pointing to the numbers and symbol. Write the words "greater than" under the > symbol. Instruct the students to choral read "63 is greater than 36" as you point to the numbers and symbols on the overhead.**

- **Next write the numbers 36 and 36 on the overhead. Ask the students to recite with you:**

  Alligator, alligator sitting in a swamp,

  How many monkeys do you want to chomp?

  36 or 36

  (Point to these numbers on the overhead, then continue the rhyme.)

Hmmm, I'm a very hungry 'gator, so I'll eat the one that's greater.

Both numbers have 3 tens

Both numbers have 6 ones.

Now I'm stumped!

- **Ask the student to explain the alligator's problem (neither number is greater, they are both the same).**
- **Direct the students to tell how they know the numbers are the same (both numbers have the same amount of tens and ones). Explain that when two numbers are the same we say they are "equal".**
- **Model how to write this comparison statement by inserting = between 36 and 36.**
- **Tell the students that we just made the "equal to" sign. Read aloud "36 is equal to 36" while pointing to the numbers and symbols on the overhead. Write the words "equal to" under the symbol =. Instruct the students to read "36 is equal to 36" as you point to the numbers and symbols on the overhead.**

- **Direct the students to clear their Student Resource 2, "Alligator Place Value Mat". Ask one group of students to represent the number 54 on their "Alligator Place Value Mat" using base-10 blocks. Instruct the other half of the class to represent the number 45 on their "Alligator Place Value Mat" using base-10 blocks. Use Teacher Resource 12, "Teacher Observation Checklist" to assess their ability to represent place-value.**

- **Discuss how 54 and 45 are the same and how they are different.**

  Same: both have two digit, both have the same numerals

Different: 54 has 5 tens and 4 ones; 45 has 4 tens and 5 ones.

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- **Write the numbers 54 and 45 on the chalkboard. Say: "Let's see what our alligator friend has to say about these two numbers." Model alligator with your hand or a puppet. Recite with students:**

Alligator, alligator sitting in the swamp,

How many monkeys do you want to chomp?

54 or 45

(Point to the 54 and 45 on the board, then continue the rhyme.)

Hmmm, I'm a very hungry 'gator, so I'll eat the one that's greater.

5 tens is greater than 4 tens, so I'll eat the 54

(Point to the numbers on the board, and use your hand or puppet to mimic eating the number 54.)

- **Request a volunteer to come to the board and write the comparison symbol > between the 54 and 45. Ask the students how they know which symbol to use (the "open mouth" should "eat" the greater number).**
- **Write the words "greater than" under the > symbol. Instruct the students to choral read "54 is greater than 45" as you point to the numbers and symbols on the chalkboard.**

- **Next write 45 and 54 on the chalkboard. Ask the students to recite with you:**

  Alligator, alligator sitting in a swamp,
  How many monkeys do you want to chomp?

  45 or 54
  (Point to the numbers on the chalkboard, then continue the rhyme.)

  Hmmm, I'm a very hungry 'gator, so I'll eat the one that's greater.

  4 tens is less than 5 tens, so I'll eat the 54.

  (Point to the numbers on the chalkboard, and use your hand or a puppet to mimic eating the number 54.)

- **Request a volunteer to come to the board and write the comparison symbol < between 45 and 54.**
- **Ask the students how they know which symbol to use (the "open mouth" should eat the "greater" number).**
- **Write the words "less than" under the < symbol. Instruct the students to choral read "45 is less than 54" as you point to the numbers and symbols on the chalkboard.**

- **Write 54 and 54 on the chalkboard. Recite together:**

  Alligator, alligator sitting in a swamp,
  How many monkeys do you want to chomp?

54 or 54
(Point to the numbers on the chalkboard, then continue the rhyme.)

Hmmm, I'm a very hungry 'gator, so I'll eat the one that's greater.

Both numbers have 5 tens
Both numbers have 4 ones.

Now I'm stumped!

- **Request a volunteer to come to the board and write the comparison symbol = between 54 and 54. Ask the students how they know which symbol to use (The alligator "closes" his mouth when the numbers are equal).**

- **Instruct the students to do a self-assessment of their understanding of the concept by giving a thumbs up if they understand, point their thumbs to the side if they are unsure, and thumbs down if they don't understand at all.**

Student Application

- **Distribute Student Resource 7, "Alligator Chomp!" and have students work independently. Check student work using Teacher Resource 6, "Alligator Chomp! Answer Key". Continue to assess student work using Teacher Resource 12, "Teacher Observation Checklist" to determine which students need a reteaching activity and which require an extension activity.**

Embedded Assessment

- **Use Teacher Resource 12, "Teacher Observation Checklist" to determine level of mastery in place value skills and reteaching/extension groups.**

Reteaching/Extension –

- **Gather students who require reteaching in a small group. Give each student base-10 blocks, and Student Resource 2, "Alligator Place Value Mat". Write a pair of two digit numbers on the chalkboard or an overhead transparency and ask half of the students to model one number while the other half models the other number using the base-10 blocks and "Alligator Place Value Mat". Discuss how the numbers are the same and how they are different. Ask a student to write the appropriate <, >, or = symbol and tell how they know the answer. Repeat with several pairs of two-digit numbers.**
- **Distribute Student Resource 8, "Alligator Munch and Crunch!!" to those students who have mastered the skill. Allow the students to work in partner groups or independently. Check student work using Teacher Resource 7, "Alligator Munch and Crunch!! Answer Key".**

Lesson 3.....

Pre-Assessment

- **Instruct the students to open their math journals to a clean sheet of paper and get a pencil (if you don't use math journals, give out clean sheets of paper). Display Teacher Resource 8, "Alligator Fact" transparency on the overhead. Read the following fact aloud, "Wild alligators can live up to 35 years, but alligators in captivity can live up to 80 years."**
- **Ask the students to tell what two numbers can be compared in this fact (35 and 80). Direct the students to write these two numbers on their papers leaving space between them for a comparison symbol. Model this on the overhead.**

- **Instruct the students to work with a partner to use the symbols >, <, = to compare these numbers. Use Teacher Resource 12, "Teacher Observation Checklist" to assess their ability to compare 2 two-digit numbers using the >, <, = symbols.**

Launch

- **Direct the students' attention to the numbers 35 and 80 on the overhead. Elicit a volunteer to tell how they compared the two numbers. Discuss how they knew which number was greater (80 is greater because it has more tens than 35). Request a student to come up and write the correct comparison symbol (<) between the numbers 35 and 80. Recite the alligator rhyme with the class to check the accuracy of the answer:**

  Alligator, alligator sitting in the swamp,
  How many monkeys do you want to chomp?
  35 or 80
  (Point to the 35 and 80 on the overhead, then continue the rhyme.)

  Hmmm, I'm a very hungry 'gator, so I'll eat the one that's greater.

  3 tens is less than 8 tens, so I'll eat the 80.
  (Mimic the alligator eating 80 with your hand or alligator puppet.)

- **Ask the class if the correct symbol was used to represent "less than" (yes). Ask the students how they know which symbol to use (the "open mouth" should eat the "greater" number). Write the words "less than" under the < symbol. Instruct the students to choral read "35 is less than 80".**

- **Transpose the numbers 80 and 35 on the overhead. Ask a volunteer to write a comparison symbol to make this a true statement (80 > 35). Request another volunteer to tell how they know which symbol to use (the "open mouth" should eat the "greater" number). Write the words "greater than" under the > symbol. Instruct the students to choral read "80 is greater than 35".**

- **Question the students as to whether we could use the "equal sign" to compare 80 and 35 (No, because they do not have the same value).**

Teacher Facilitation –

- **Display Student Resource 9, "The Alligator Roll" sheet as a transparency on the overhead. To model the game see directions on Teacher Resource 9.**

Student Application –

- **Divide the students into pairs. Distribute one Student Resource 9, "The Alligator Roll" and 2 number cubes to each pair. They should have their math journal or scrap paper and a pencil. The students will follow the directions that you previously modeled to complete "The Alligator Roll" sheet. Assess student work using Teacher Resource 12, "Teacher Observation Checklist" to determine which students need a reteaching activity and which require an extension activity. Collect the completed sheets for further assessment.**

Embedded Assessment –

- **Use Teacher Resource 12 "Teacher Observation Checklist" to determine level of mastery in place value skills and reteaching/extension groups.**

Reteaching/Extension –

- **Gather students who require reteaching in a small group and continue "The Alligator Roll" game by modeling, using prompts and cues as needed.**
- **Distribute Student Resource 10, "Choose the Right Number". Allow the students to work in partner groups or independently. Check student work using Teacher Resource 10, "Choose the Right Number! Answer Key".**

Summative Assessment:

Distribute Student Resource 11, "Summative Assessment". Students are to complete this assessment independently. Check student work using Teacher Resource 11, "Summative Assessment – Answer Key".

Skill assessed:

Apply knowledge of whole numbers and place value by identifying the place and value of a digit in a whole number.

Compare numbers using the greater than, less than, and equal symbols. See Teacher Resource 13.

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Alligator Entry Ticket

Did you know that alligators could lie up to 50 eggs? What if one alligator laid 32 **eggs?**

How many tens and ones are in 32**?**

Tens	Ones

Draw a picture showing 32**.**

Name: _____

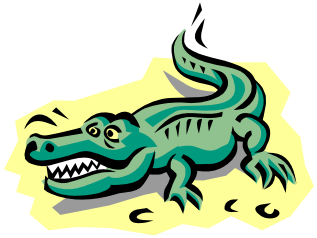
Alligator Entry Ticket

Did you know that alligators could lie up to 50 eggs? What if one alligator laid 32 **eggs?**

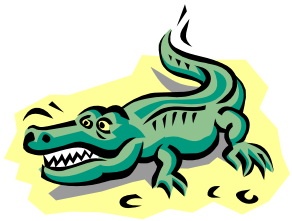
How many tens and ones are in 32**?**

Tens	Ones

Draw a picture showing 32.



Alligator Place Value Mat

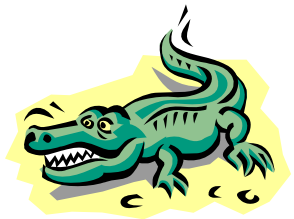


Tens	Ones

Names: _____

Alligator Answer Sheet

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____

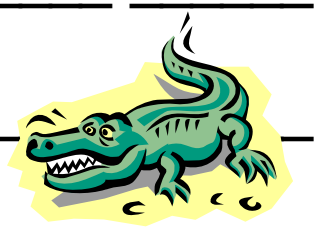


Names:

_____

Alligator Answer Sheet

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____



Name: _____ Date: _____

Alligator Riddles

An American Alligator is very hungry and wants to eat some 2-digit numbers! Read the clues to solve each riddle. Write and draw the number in the correct spaces.

1. There are 4 tens.
There are 3 ones.
What is the number? _____

Tens	Ones

2. There are 7 tens.
There are 8 ones.
What is the number? _____

Tens	Ones

3. There are 9 ones.
There are 6 tens.
What is the number? _____

Tens	Ones

4. There are 2 ones.
There are 8 tens.
What is the number? _____

Tens	Ones

Name: _____ Date: _____

When Will the Alligator Hatch?

After learning about alligators, Mrs. Gator's class decided to watch and observe six alligator eggs until they were ready to hatch. Each egg hatched at a different time. Use the clues below to discover how many days it took for each alligator egg to hatch. Complete the table as you solve each clue.

65	42	47	53	39	58

Egg Number	Number of Days it Took to Hatch
Egg 1	
Egg 2	
Egg 3	
Egg 4	
Egg 5	
Egg 6	

Clues

- **Egg 5 has a 7 in the ones place.**
- **There is a 4 in the tens place for Egg 1.**
- **The number of days it took Egg 4 to hatch has an eight in the ones place.**
- **Egg 2 took the most days to hatch.**
- **Egg 6 took the least amount of days to hatch.**
- **What number is left for Egg 3? Think!**

Name: _____

Alligator Exit Ticket

1. **There are 8 tens and 5 ones. What is the number? ____ ____**

2. **Show the number 93 by writing and drawing.**

Tens	Ones

Name: _____

Alligator Exit Ticket

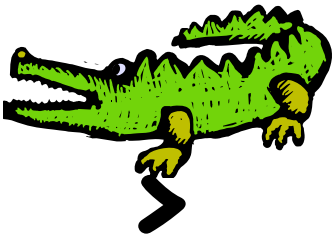
3. **There are 8 tens and 5 ones. What is the number? ____ ____**

4. **Show the number 93 by writing and drawing.**

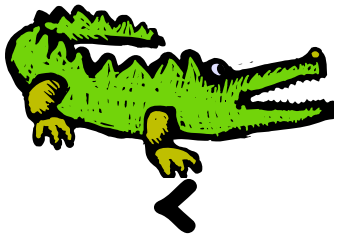
Tens	Ones

Name: _____ **Date:** _____

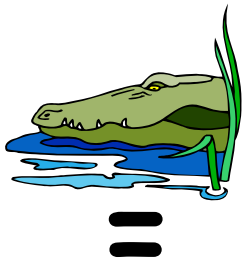
Alligator Chomp!



greater than

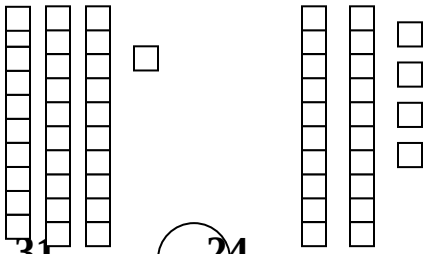


less than



equal to

Directions: Use <, > or = to complete each number sentence.

1. 
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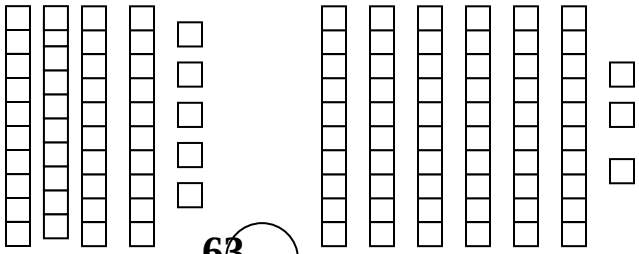
2. 
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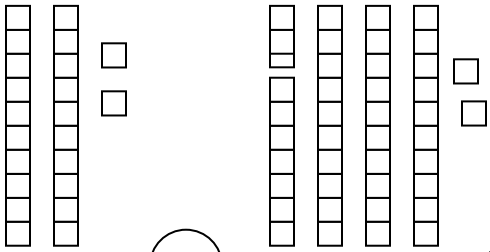
3. 
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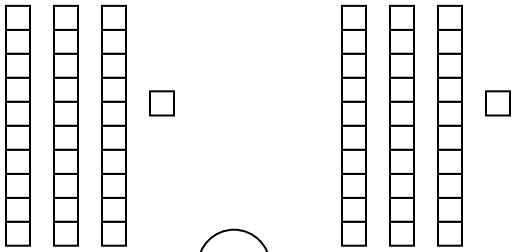
4. 
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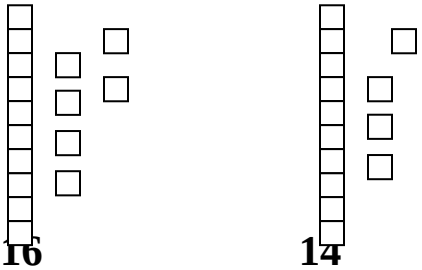
5. 
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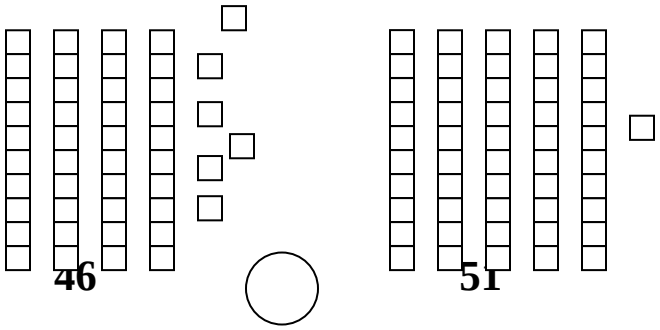
6. 
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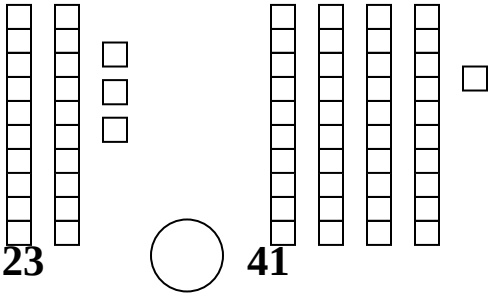
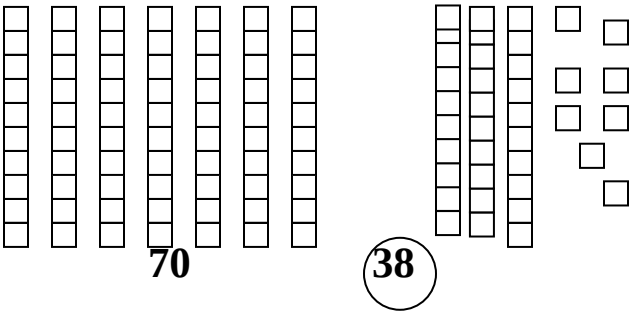
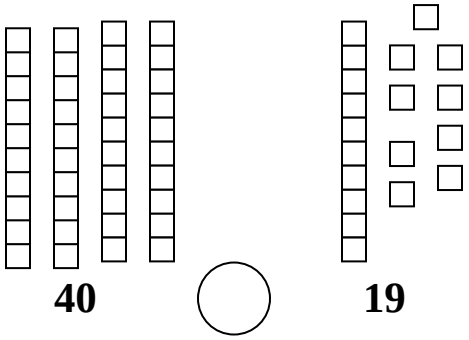
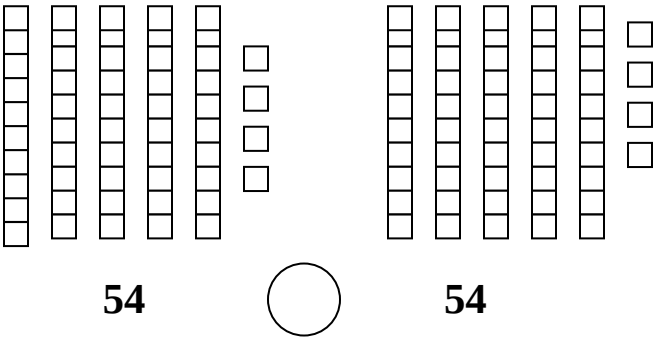
7. 

8. 

9. 

10. 

BONUS: Which statement is NOT **true? Circle your answer.**

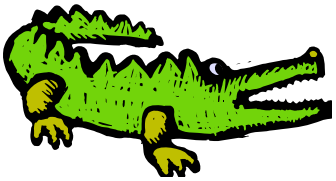
a. 63 > 47 **b. 45 = 54** **c. 89 < 99** **d. 67 = 67**

Name: _____ **Date:** _____

Alligator Munch and Crunch!!

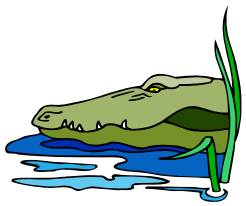
>

greater than



<

less than



=

equal to

Directions: **Complete each statement with greater than, less than or equal to. Then, write the correct symbol in the circle.**

1. 26 is _____ than 14.

26 ◯ 14

2. 16 is _____ than 18.

16 ◯ 18

3. 34 is _____ than 54.

34 ◯ 54

4. 72 is _____ than 68.

72 ◯ 68

5. 89 is _____ to 89.

89 ◯ 89

6. 50 is _____ than 70.

50 ◯ 70

7. 18 is _____ than 16.

18 ◯ 16

8. 43 is _____ to 43.

43 ◯ 43

9. 26 is _____ than 62.

26 ◯ 62

10. 21 is _____ than 12.

21 ◯ 12

BONUS: Put the numbers below in order from greatest to least!

87, 43, 92, 68

_____> _____ > _____> _____

Name: _____ **Date:** _____

The Alligator Roll

Round	Partner 1	Symbol	Partner 2	Who Won?
1	_____ _____		_____ _____	
2	_____ _____		_____ _____	
3	_____ _____		_____ _____	
4	_____ _____		_____ _____	
5	_____ _____		_____ _____	
6	_____ _____		_____ _____	
7	_____ _____		_____ _____	
8	_____ _____		_____ _____	
9	_____ _____		_____ _____	
10	_____ _____		_____ _____	

Name: _____ Date: _____

Choose the Right Number!

Directions: **In each row,** cross out **any number that does NOT belong in the box. Write the correct number inside the box.**

☐ > **45**	**25**	**44**	**37**	**65**
☐ < **77**	**55**	**24**	**99**	**75**
☐ > **39**	**40**	**38**	**11**	**26**
88 > ☐	**84**	**78**	**89**	**66**
12 < ☐	**10**	**33**	**9**	**11**
BONUS!! **153 <** ☐	**123**	**139**	**151**	**189**
455 > ☐	**489**	**388**	**735**	**622**

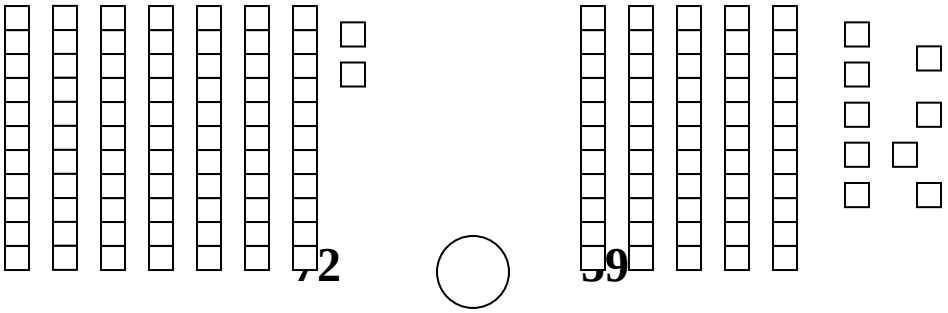
Name: _____ Date: _____

Summative Assessment

1. **The longest alligator ever recorded was 19 feet long. Write the number and draw the model to represent the number.**

Tens	Ones

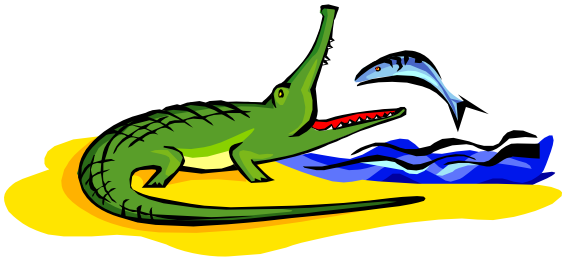
2. **There are two alligators. One alligator has 72 teeth and the other alligator has 59 teeth. Which alligator has more teeth? Use <, > or =.**



72 ◯ **59**

Use <, >, or = symbols to complete each statement.

3. 81 ◯ 81 **4. 2392 ◯** **5. 45 12 ◯**



ANSWER KEY

Name: _____

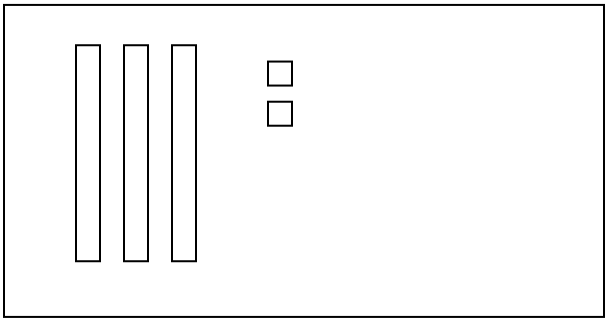
Alligator Entry Ticket

Did you know that alligators could lie up to 50 eggs? What if one alligator laid 32 **eggs?**

How many tens and ones are in 32**?**

Tens	Ones
3	**2**

Draw a picture showing 32**.**



Model, Picture & Value Mat

	Tens	Ones
Model		
Picture		
Value		

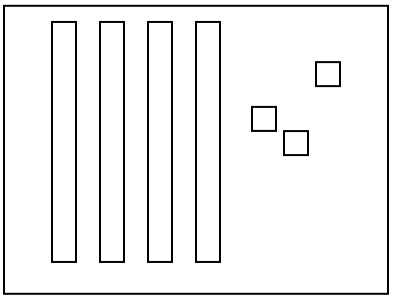
Name: _____ **Date:** _____

Alligator Riddles-ANSWER KEY

An American Alligator is very hungry and wants to eat some 2-digit numbers! Read the clues to solve each riddle. Write and draw the number in the correct spaces.

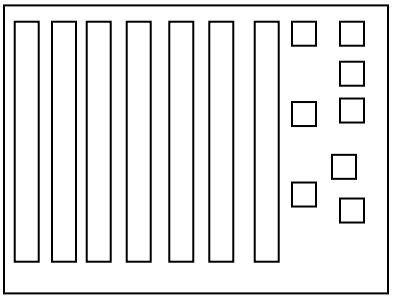
1. There are 4 tens.
There are 3 ones.
What is the number? 43

Tens	Ones
4	3



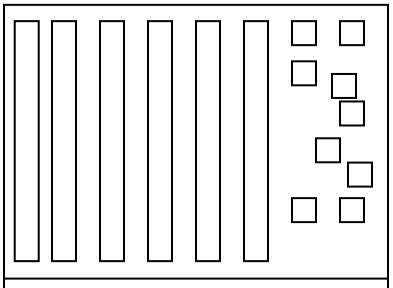
2. There are 7 tens.
There are 8 ones
What is the number? 78

Tens	Ones
7	8



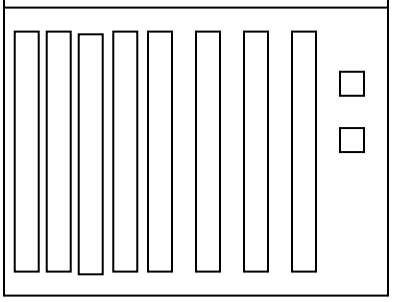
3. There are 9 ones.
There are 6 tens.
What is the number? 69

Tens	Ones
6	9



4. There are 2 ones.
There are 8 tens.
What is the number? 82

Tens	Ones
8	2



Name: _____ Date: _____

When Will the Alligator Hatch?
ANSWER KEY

After learning about alligators, Mrs. Gator's class decided to watch and observe six alligator eggs until they were ready to hatch. Each egg hatched at a different time. Use the clues below to discover how many days it took for each alligator egg to hatch. Complete the table as you solve each clue.

65	42	47	53	39	58

Egg Number	Number of Days it Took to Hatch
Egg 1	**42 days**
Egg 2	**65 days**
Egg 3	**53 days**
Egg 4	**58 days**
Egg 5	**47 days**
Egg 6	**39 days**

Clues

- **Egg 5 has a 7 in the ones place.**
- **There is a 4 in the tens place for Egg 1.**
- **The number of days it took Egg 4 to hatch has an eight in the ones place.**
- **Egg 2 took the most days to hatch.**
- **Egg 6 took the least amount of days to hatch.**
- **What number is left for egg 4? Think!**

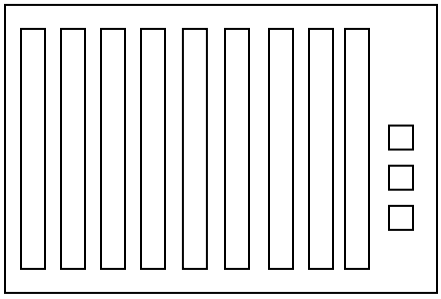
Name: _____

Alligator Exit Ticket
ANSWER KEY

5. **There are 8 tens and 5 ones. What is the number?** ____ **8 5**

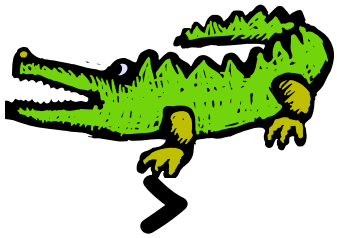
6. **Show the number 93 by writing and drawing.**

Tens	Ones
9	**3**

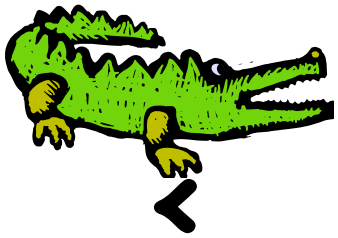


Name: _____ **Date:** _____

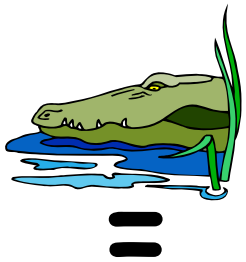
Alligator Chomp! - ANSWER KEY



greater than

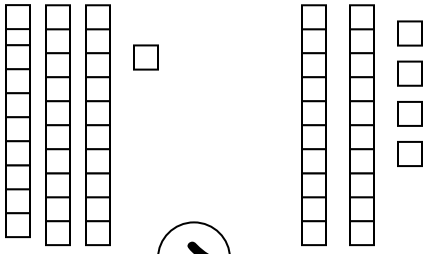


less than

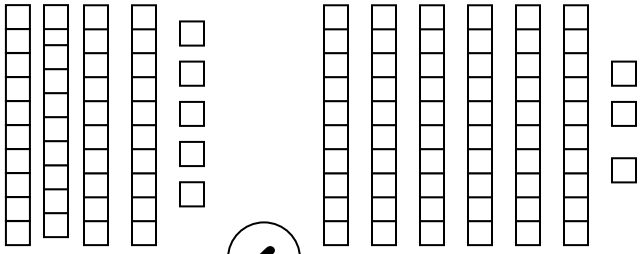


equal to

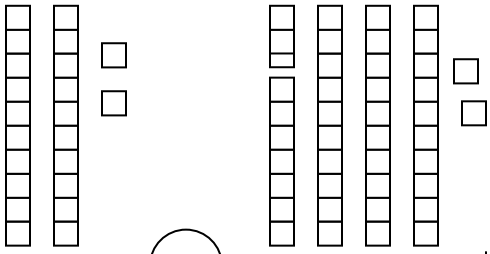
Directions: Use <, > or = to complete each number sentence.

1. 

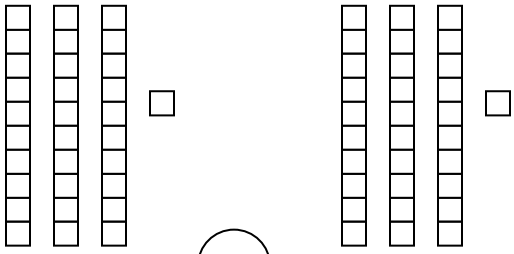
31 > 24

2. 

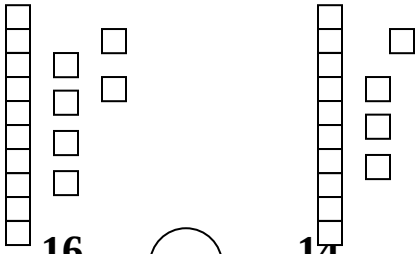
45 < 63

3. 

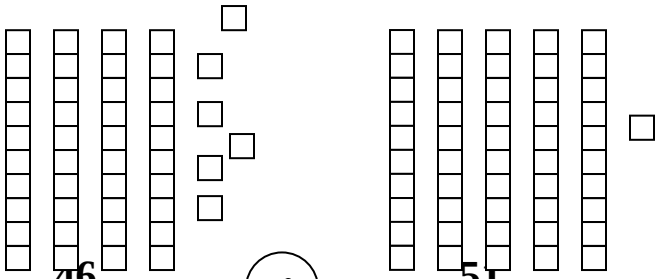
22 < 42

4. 

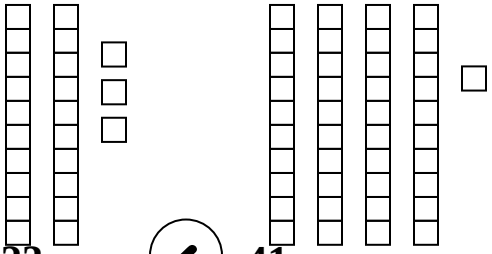
31 = 31

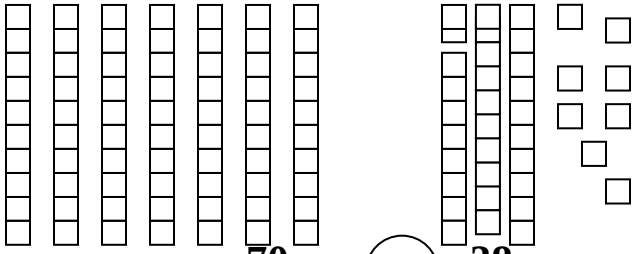
5. 

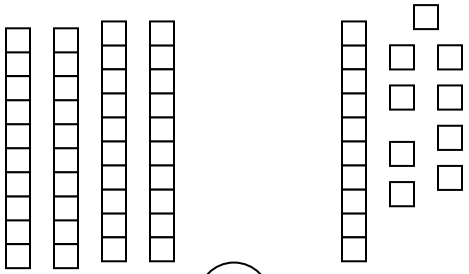
16 > 14

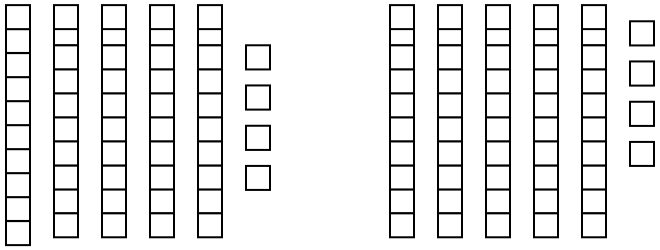
6. 

46 < 51

7. 

8. 

9. 

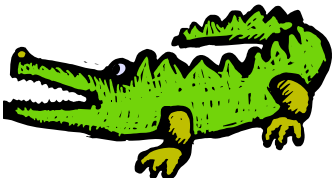
10. 

BONUS: **Which statement is** NOT **true? Circle your answer.**

a. 63 > 47 **b. 45 = 54** **c. 89 < 99** **d. 67 = 67**

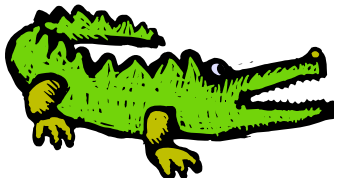
Name: _____ Date: _____

Alligator Munch and Crunch!! – ANSWER KEY



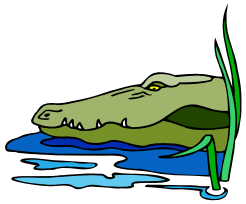
>

greater than



<

less than



=

equal to

Directions: **Complete each statement with <u>greater than</u>, <u>less than</u> or <u>equal to</u>. Then, write the correct symbol in the circle.**

1. 26 is **greater** than 14.

   26 **>** 14

2. 16 is **less** than 18.

   16 **<** 18

3. 34 is **less** than 54.

   34 **<** 54

4. 72 is **greater** than 68.

   72 **>** 68

5. 89 is **equal** to 89.

   89 **=** 89

6. 50 is **less** than 70.

   50 **<** 70

7. 18 is **greater** than 16.

   18 **>** 16

8. 43 is **equal** to 43.

   43 **=** 43

9. 26 is **less** than 6

   26 **<** 62

10. 21 is **greater** than 12.

    21 **>** 12

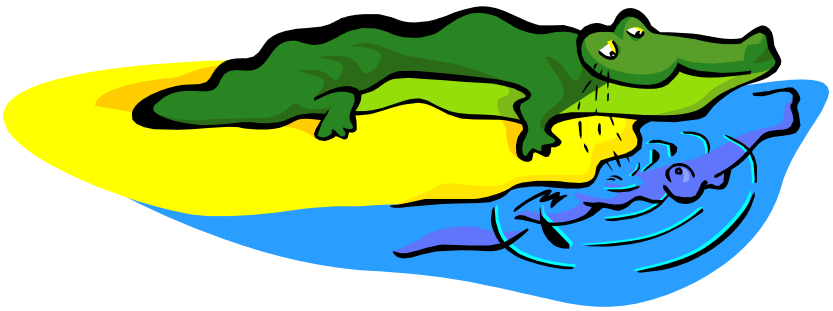
BONUS: Put the numbers below in order from greatest to least!

87, 43, 92, 68

92 > **87** > **68** > **43**

Alligator Fact

Wild alligators can live up to 35 years, but alligators in captivity can live up to 80 years!



Directions for "The Alligator Roll"

1. **Divide students into pairs. Each pair needs one gameboard, 2 number cubes, a pencil and scrap paper.**
2. **Partner 1 will roll the number cubes and make the largest number possible. (Ex. If the student rolls a "3" and "6", the student should write 63).**
3. **Partner 1 should write their number under the heading "Partner 1".**

Round	Partner 1	Symbol	Partner 2	Who Won?
1	6 3		_____ _____	

4. **Partner 2 should follow directions 2 and 3 only writing their answer under Partner 2.**

Round	Partner 1	Symbol	Partner 2	Who Won?
1	6 3		5 4	

5. **Partner 1 and Partner 2 decide which symbol to use (<, >, or =) and write it under the symbol column.**

Round	Partner 1	Symbol	Partner 2	Who Won?
1	6 3	>	5 4	

6. **The player with the greatest number wins the round.**

Round	Partner 1	Symbol	Partner 2	Who Won?
1	6 3	>	5 4	1

7. **Play ten rounds of the game.**

Name: _____ **Date:** _____

Choose the Right Number! - ANSWER KEY

Directions: **In each row,** cross out **any number that does NOT belong in the box. Write the correct number inside the box.**

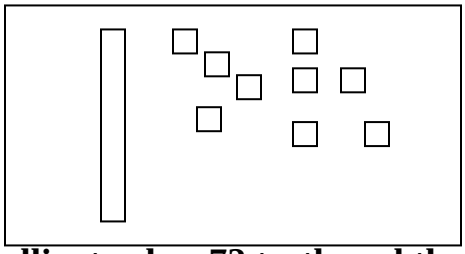
65 > 45	2X 4X 3X **65**
99 < 77	5X 4X **99** 7X
40 > 39	**40** 3X 1X 2X
88 > **89**	8X 7X **89** 6X
12 < **33**	X **10** **33** X **9** X **11**
BONUS!! 153 < **189**	1X 1X 1X **189**
455 > **388**	4X **388** 7X 6X

Name: _____ Date: _____

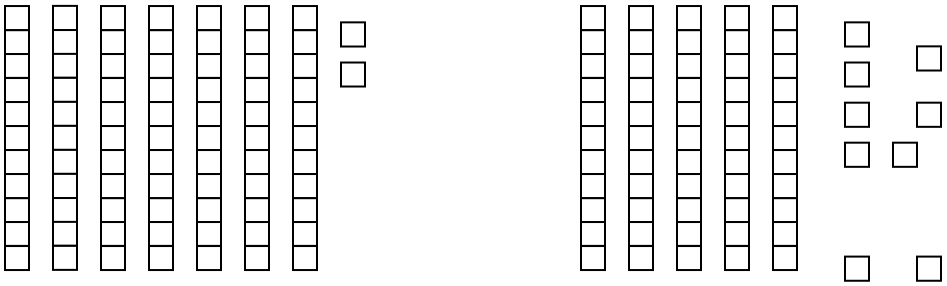
Summative Assessment-ANSWER KEY

3. **The longest alligator ever recorded was 19 feet long. Write the number and draw the model to represent the number.**

Tens	Ones
1	9



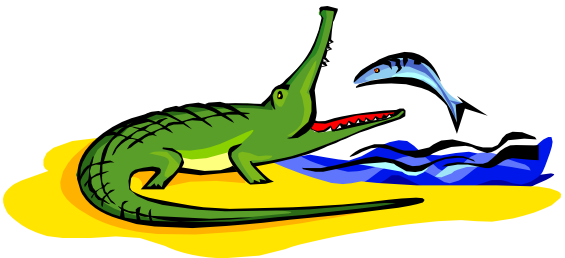
4. **There are two alligators. One alligator has 72 teeth and the other alligator has 59 teeth. Which alligator has more teeth? Use <, > or =.**



73 > 59

Use <, >, or = symbols to complete each statement.

3. 81 = 81 **4. 23 < 92** **5. 45 > 12**

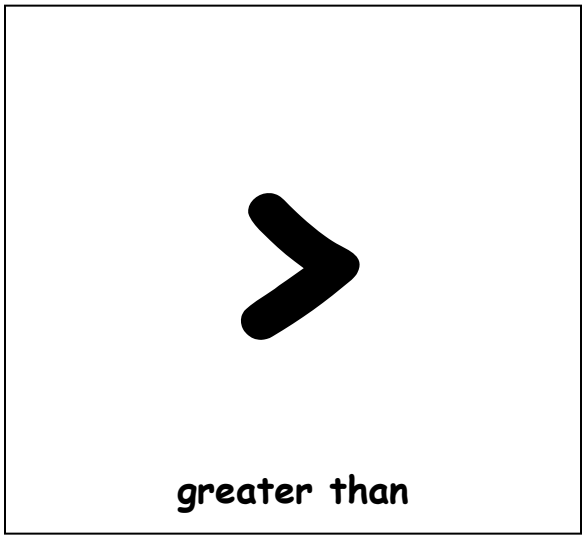


Teacher Observation Checklist – Comparing 2-Digit Number Using <, > and =

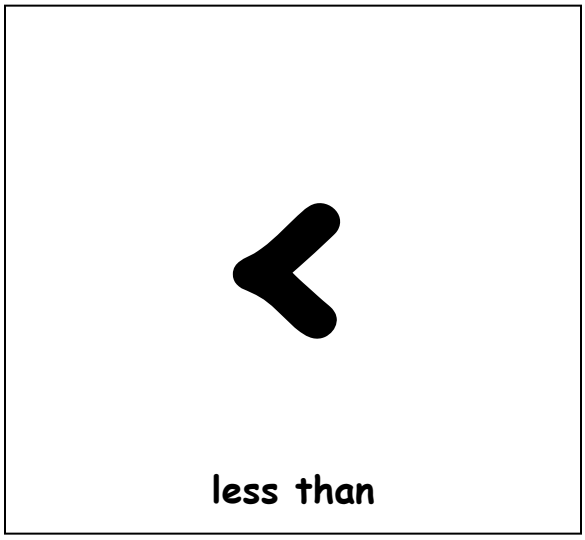
Lesson 1 Lessons 2 & 3

Student Name	**Represent a 2-digit number with Base-10 blocks**	**Write a 2-digit number**	**Draw a picture representing a 2-digit number**	**Determine difference between smaller and larger numbers**	**Uses <, > and = symbols correctly**	**Applies concepts to play review game**

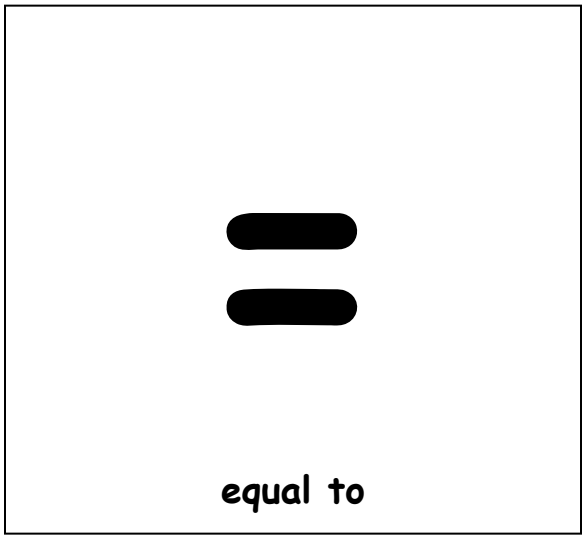
Directions: Copy and cut out the symbols so that each student has a greater than, less than and equal to symbol.



greater than



less than



equal to